

policies, imperialism, and rising militarism (West, 2004). We believe, too, that the role of education is to develop a conscience of freedom and to connect knowing to the larger concerns of justice and democracy (Freire, 1970). Toward that end, a critical pedagogy is a vital feature to encourage decisive and thoughtful social action.

The presentation objectives are as follows:

- To inspire others to consider an inter-campus, inter-disciplinary model for engaged teaching and learning;
- To illustrate the benefits of higher education learning that breaks free of its traditional modes of instruction;
- To offer evidence that student collaboration efforts have lasting community impact.

Exploring the different traditions that drive public policy, governance, and citizen engagement, students also consider the local history, influences, power structures, and discourse norms of the community in which they are involved. We report on the results of this innovative learning experience by highlighting the transformative moments and subsequent involvement of students in the community. We suggest that the complexity of today's social problems requires a deep involvement with community members and issues in order to shape our future in ways that respond adequately to the needs of all.

The rising market demands and influence on higher education are no doubt prompting an increasing number of faculty to retreat from the political calling to engage with serious social issues. Our presentation makes the argument that the space still exists, if we are willing to seize it, to reclaim the profound mission of higher education to connect our knowledge in order to solve the pressing problems of the day.

References

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